The Effectiveness of Behavioral Counseling with Shaping Technique to Increase The Feeling Guiltywhen of The Students Did A Mistake to Their Classmate

Norma Anggraini[1], I Ketut Dharsana[2], Ni Ketut Suarni[3]
normaanggraini97@gmail.com[1], iketutdharsana@undiksha.ac.id[2], niketut.suarni@undiksha.ac.id[3]

Universitas Pendidikan Ganesha, Indonesia[123]

Abstract. The aims of this study is to find out the effectiveness of behavioral counseling with shaping technique to increase the feeling guilty behavior when the student did a mistake to their classmate. The type of research used in this study is quasi-experiment with pretest-posttest control group design. The Population of this study is 35 students. The method of data collection used is by questioner. The result of the analysis is ($t_{count}0,063 > t_{table}2,032$) so that Ho is rejected and Ha is accepted. So there is a significant difference. It can be concluded that behavioral counseling with behavioral shaping technique is effective to increase the feeling guilty behavior when the student doing some mistake.

Keywords: Behavioral Counseling, Shaping

1   Introduction

Observation of research towards feeling guilty when making mistakes which is one indicator of self-abasement, researchers see some students show Self-Abasement with indicators feeling guilty if people make mistakes students tend to be low but on the second indicator that is accepting mistakes when doing something that is not true tends to be high and the third indicator is to feel sadness when doing wrong tends to be high. The provision of counseling services that are used to develop an attitude of guilt when making mistakes can be done by several efforts such as innovation in the learning process, training efforts through extracurricular activities, as well as psychological treatments or counseling services. In connection with this, the researcher chose to develop an attitude of feeling guilty if he made a mistake by using a counseling approach. (Mandala, Dantes, & Setuti, 2013) defines that Behavioral Counseling is a counseling theory that emphasizes human behavior which is basically shaped and determined by the environment and all of its behavior is learned or obtained because of the training process. (Kumalasari, 2017) Behavioral Therapy is the most important thing in changing human behavior. Changes in human behavior can be learned from the learning process of the environment. Behavioral Therapy is also known as an action that aims to change behavior that can be interpreted as an action that aims to change behavior. Basically, behavioral therapy is directed at the goal of new behavioral behavior, as well as eliminating maladative behavior and strengthening and maintaining the desired behavior.

Whereas (Sanyata, 2012) Behavioristic is one of the theoretical and practical approaches regarding the model of change in counselee behavior in the process of counseling and psychotherapy. The behavioristic approach that has a characteristic on the meaning of learning, conditioning which is coupled with reinforcement is an effective pattern in changing counselee behavior. Based on the description of the opinions above, it can be synthesized that behavioral counseling theory is a counseling theory that emphasizes human behavior which basically can be erased and shaped by the environment and all its behavior can be learned or obtained because of the training process. Michele & Sujana, 2016) Shaping is the formation of new behavior by giving a systemic or gradual reinforcement if behaviors that resemble (successive approximations) the desired behavior (target behavior) has emerged. (Komalasari Gantina, 2016) Shaping is a behavior change technique that is carried out repeatedly with the provision of reinforcement for each behavior that appears in a stage of behavior until someone is able to bring up target behavior or the final goal that must be achieved. Based on the definition described above, it can be synthesized that shaping is an attempt to shape new behavior by gradually giving reinforcement to get the desired behavior. The purpose of this study was to determine the effectiveness of Behavioral Counseling with Shaping techniques in increasing students' guilt if they made mistakes in class X MIPA 3.

2 Methodology

This study uses a nonequivalent research design with pretest-posttest control group design. The researcher treated the group and carried out prestige before the treatment was given. The population in this study used all class X MIPA Singaraja 4 Senior High School with the sampling method used was purposive sampling (purposive sampling). (Dantes, 2012) states that "purposive sampling (purposive sampling) is a sampling technique that is based on the characteristics or objectives (objectives) set by previous researchers". The characteristics of the research to be used as sample members are those subjects who have an attitude of guilt if they make a moderate and low mistake in the X class of Mathematics and Natural Sciences 3 Singaraja 4 High School as an experimental class with 35 students. This class will be divided into two groups by drawing, the experimental group and the control group. Methods of data collection in this study are 1) Questionnaire, 2) Interview, 3) Diary. The data collected through questionnaire sheets will be analyzed using the Quantitative Description technique using the Independent Sample t-test formula, while the interview sheets and diaries will be analyzed using Qualitative Description techniques.

3 Results and Discussion

The results of this study are known as data about feeling guilty when making mistakes before the treatment and the data of feeling guilty when making mistakes after the treatment. Figure 1. shows that in the experimental group of 5 students, each has a different score. The first student gets a pretest score of 103, the second student is 117, the third student is 119, the fourth student is 113 and the last student has a pretest score of 105. While in the control group of 5 students, the first and second students have a pretest score of 114, third and fourth students have a pretest score of 65 and a fifth student is 118.

RedWhite.press   Global Conferences Series: Sciences and Technology (GCSST), Volume 1, 2019

Norma Anggraini, I Ketut Darsana, Ni Ketut Suarni
The Effectiveness of Behavioral Counseling with Shaping Technique to Increase...

State of Attitude Feeling Guilty Students When Making Mistakes of Experimental
Groups and Control Groups Before Treatment
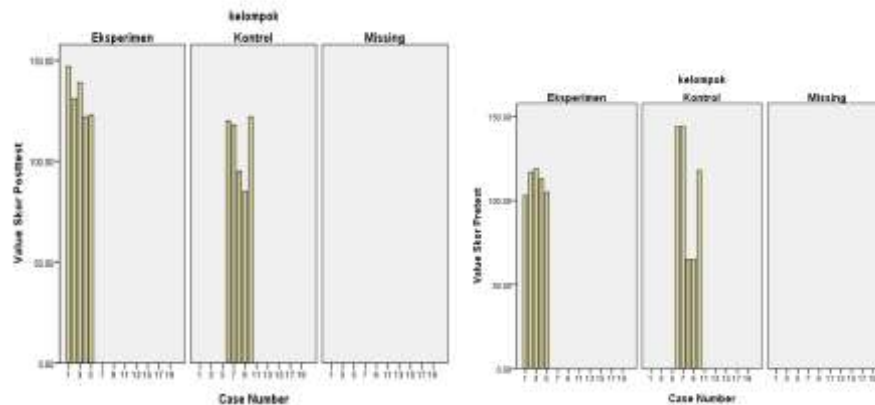
Figure 2. shows that in the experimental group of 5 students, each has a different score.

The first student got a posstest score of 147, the second student was 131, the third student was 139, the fourth student was 122 and the last student had a posstest score of 123. While in the control group 5 students, the first student had a posstest score of 120. the second student amounting to 118, the third student has a posstest score of 95 and fourth has a posstest score of 85 and the fifth student is 122. To determine the effectiveness of behavioral counseling with shaping techniques in improving the attitude of feeling guilty of students if doing mistakes in students of class X MIPA 3 Singaraja 4 High School need to test the data distribution normality and test the variance homogeneity. Based on the results of the normality test it is known that the significance value of the Attitude Guilty Attitude of the Students If Making the Posstest Error in the experimental group is 0.200> 0.05. And the significance value of the control group posstest self-abasement 0.095> 0.05, it can be concluded that the Attitude Feeling Guilty data of the students when doing the mistake of the experimental group posstest and Based on the results of the analysis it can be seen that the value t = 2.734 (p = 0.026). The significance of the t value is 0.026 <0.05. This it can be concluded the hypothesis that "behavioral counseling with effective shaping techniques used to improve self-abasement" is accepted.

4 Conclusion

Based on the results of the study, it can be concluded that the hypothesis proposed in this study is that there is effectiveness of behavioral counseling with shaping techniques in class X MIPA 3 Singaraja Public High School 4 can be accepted with a value of t = 2.032 (p = 0.063). The significance of t value is 0.063 <0.05. The suggestions to be conveyed to the relevant parties are: 1) School as a place of research. It is expected that from the results of this study, the school as a second home for students is able to empower teachers, staff and employees in developing student self-abasement. 2) Counseling Guidance Teacher. School BK teachers are expected to strive to further improve the approach in handling student problems. In

RedWhite.press   Global Conferences Series: Sciences and Technology (GCSST), Volume 1, 2019

Norma Anggraini, I Ketut Darsana, Ni Ketut Suarni
The Effectiveness of Behavioral Counseling with Shaping Technique to Increase...

accordance with the results of this study, school counseling teachers can use an effective approach to overcome student self-abasement. 3) Students of Singaraja 4 High School. It is expected that students will further improve their self-abasement by repeating new behaviors to improve self-abasement that has been done through behavioral counseling with shaping techniques, so that existing self-abasement persists in him.

References

[1]   Afifah, D. (2012). Profil Kecenderungan Kepribadian Mahasiswa Bimbingan Dan Konseling Ditinjau Melalui Epps (Edward Personal Preference Schedule) Studi pada Mahasiswa Bimbingan dan Konseling Angkatan 2012 IKIP PGRI MADIUN. Retrieved from http://www.jurnal.fkip.uns.ac.id/index.php/pip/article/view/6898

[2]   Dantes, N. (2012). Metode Penelitian. (P. Chirstian, Ed.). Yogyakarta: ANDI OFFSET.

[3]   Dharsana. (2015). RPBK Seri 1 Bimbingan Klasikal, Bimbingan Kelompok, KonselingKelompok, Konseling Individu Untuk Pengembangan Variabel Terikat Bakat Verbal. Singaraja: BK FIP Undiksha. Retrieved from https://refworks.proquest.com/combined-export/?detoken=XBLgJbYBJ8inYg1wJ%5B44

[4]   Dilmaç, B. (2009). Psychological needs as a predictor of cyber bullying: A preliminary report on college students. Kuram ve Uygulamada Egitim Bilimleri, 9(3), 1307–1325. https://doi.org/10.1590/1516-3180.2015.01332210

[5]   Komalasari Gantina, W. E. & K. (2016). Teori dan Teknik Konseling. Jakarta: PT Indeks Jakarta.

[6]   Kumalasari, D. (2017). Konsep Behavioral Therapy Dalam Meningkatkan Rasa Percaya Diri Pada Siswa Terisolir, 14(1), 15–24. Retrieved from http://ejournal.uin-suka.ac.id/dakwah/hisbah/article/view/1137

[7]   Mandala, J. A. S., Dantes, N., & Setuti, N. (2013). Penerapan Konseling Behavioral Dengan Teknik Modeling Untuk Meningkatkan Emotional Intelligence Siswa Pada Kelas XAP 1 SMK Negeri 1 Seririt Kabupaten Buleleng. Retrieved from https://ejournal.undiksha.ac.id/index.php/JJBK/article/view/910

[8]   Michele, N. L., & Sujana, I. W. (2016). Terhadap Kecemasan Berpisah Pada Anak e-Journal Pendidikan Anak Usia Dini Universitas Pendidikan Ganesha. E-Jounal Pendidikan Anak Usia Dini, 4(1). Retrieved from http://ejournal.undiksha.ac.id/index.php/JJPAUD/article/view/7534

[9]   Murray, H. A. (2010). Explorations in Personality. Explorations in Personality, 1–810. https://doi.org/10.1093/acprof:oso/9780195305067.001.0001

[10]   Sanyata, S. (2012). Teori dan Aplikasi Pendekatan Behavioristik dalam Konseling. Jurnal Paradigma, VII(14), 1–11.

[11]   Syafruddin, Y. (2016). Profil Kebutuhan Psikologis Taruna / I Akademi Teknik Dan Keselamatan Penerbangan Medan, 2(2). Retrieved from http://ojs.uma.ac.id/index.php/diversita/article/view/515